Name of Provider: University of Wales Trinity Saint David
UKPRN: 10007858

TEF Year Four provider submission

Statement from the Students' Union

Trinity Saint David Students' Union (SU) is pleased to endorse this TEF submission on behalf of our members and commend the details contained within this report to the TEF panel. We have been fully involved in the preparation and development of this submission and have been members of the TEF Steering Group, which illustrates the way in which our organisations work together in partnership.

The SU participates in University decision-making at all levels and student officers and representatives take a full part in all key academic and quality related processes. Support for student representation is provided by the University throughout its structures. For example, Faculty staff work in close partnership with the SU to elect 400+ course representatives and provide discipline-specific representative training. The student representation system has continued to evolve over the period of review. The focus has been on ensuring that all students understand the opportunities available for them to create and shape their own university experience. Initiatives developed include an annual cross-campus Course Representative Conference, 'Student Voice' workshops during induction to make students aware of the value of their feedback and engagement, and new methods of engagement with non-traditional cohorts (e.g. distance learner e-surveys). Campuses hold an annual Student-led Awards ceremony to recognise and celebrate student and staff achievement.

The SU produces an annual Academic Quality Report (AQR) which is presented at both University Senate and Council. These reports identify a specific area to enhance the student experience and provide recommendations to the University. Previous topics have been on 'additional course costs' (which won an NUS 'Education Award' in 2017) and 'course organisation'. To date, the University has unanimously accepted all of the recommendations, which has resulted in improved associated course costs information for students, the creation of additional bursaries, a review of enrolment processes, commitment to accurate timetables, and a review of the Moodle platform. The 2019 AQR theme will be 'student mental health'.

1. Provider Context

1.1 The University of Wales Trinity Saint David (UWTSD) is part of the UWTSD Group (the Group), a multi-institutional collaborative venture owned and governed by the University, with Coleg Sir Gâr (CSG) and Coleg Ceredigion (CC) as constituent colleges. The Group, established in 2013/14, is the result of a number of mergers, of the University of Wales Lampeter (UWL) and Trinity University College Carmarthen (TUCC) in 2010, with Swansea Metropolitan University (SMU) in 2012, with CSG in 2013 and CC 2014. CSG and CC integrated in 2017. The University continues its process of integration with the University of Wales.

1.2 The University has campuses in Carmarthen, Lampeter, London, and Swansea, each with their own distinct identities. It also has a learning centre in Birmingham, locations in Cardiff and a number of outreach community centres throughout South Wales, which help to deliver our strategic focus on widening participation. HE provision is offered on several further locations within South and West Wales through its constituent and partner colleges. There is no single 'main' campus and most Faculties work across at least two locations. Geographical distances between sites are considerable. Our multi-campus setting and dual-sector model has impacted on a range of data.[1]

[1] Data for CSG is integrated within all the TEF metrics with the exception of the supplementary Longitudinal Education Outcome (LEO) data. In 2017/18, 6.8% of all FT and 23.1% of all PT undergraduate students were located in CSG. There

1.3 Our mission is 'transforming education, transforming lives'. Our vision is to be a University for Wales, with a commitment to the well-being and heritage of the nation at the heart of all that we do. Central to this vision is the promotion of a dual-sector educational system which educates learners of all ages and backgrounds and stimulates economic development in our region, across Wales and beyond. As a result of efforts in these areas, there has been an increase of 11.7% of Welsh domiciled learners from identified deprived areas since 2014/15. The Well-being of Future Generations (Wales) Act 2015 is at the core of our planning and delivery and we have ensured that our aspirations are closely aligned with those expressed by the Welsh Government's programme 'Taking Wales Forward 2016-2021'. Key values for the Group are excellent teaching, inclusivity, employability and creativity, collaboration through strategic relationships, sustainable development, global citizenship, and Wales and its distinctiveness. Bringing together staff and students from an increasing range of diverse backgrounds and creating a shared and inclusive culture and community have been key in developing the University's mission and culture of enhancement.

1.4 As part of our commitment to Wales' culture and language, bilingual and Welsh Medium (WM) study opportunities have increased significantly. Based on the latest available 2016/17 HEFCW data, UWTSD is the foremost provider for students studying 5 or more credits through the medium of Welsh, and second for students studying 40 or more credits. All students are offered the opportunity to learn Welsh to enhance their employment opportunities within a bilingual Wales. Students are encouraged to register on the Coleg Cymraeg Cenedlaethol's (CCC) *Tystysgrif Sgiliau Iaith* (Welsh Language Skills Certificate) and 70 students registered in 2017/18, the highest number of any HEI in Wales. There is a strong and active branch of the CCC; 187 staff and 368 students are members. In 2018/19, 77 students are in receipt of a CCC scholarship. In addition, UWTSD also provides scholarships to students who study through the medium of Welsh or bilingually (2017/18: £94,450). A wide range of support measures is in place for WM students, including individualised language support. Their attainment and progression rates are above the University average (taking 5-40 and >40 credits at each study level). The Group plays an important role in the strategic development of Welsh language and culture. The National Centre for Learning Welsh, which has been responsible since August 2016 for all aspects of the Welsh for Adults education programme, is co-located within the University and reaches approximately 16.5k learners annually. The University's publishing house, Canolfan Peniarth, is one of the leading publishers of WM and bilingual educational resources in Wales. The University's Welsh Language Services Centre, Rhagoriaith, is home to the Welsh Government sponsored Welsh Language Sabbatical Programme for teachers and classroom assistants. In line with the Group's commitment to skills development, this Centre also provides intensive bespoke Welsh language training to key personnel within external bodies, e.g. the Children's Commissioner's Office, Hywel Dda University Health Board, and the DVLA. Canolfan S4C Yr Egin, the University's new creative and digital centre and headquarters of S4C, opened on the Carmarthen campus in September 2018 (see 4.4).

1.5 There is comprehensive evidence of the positive impact on learners of working across the traditional boundaries of HE and FE in an integrated dual-sector model. Progression statistics within the Group show a clear increase from 108 in 2014/15 to 356 in 2017/18. Similarly, overall FE to HE progression (including from franchise FE provision in the region) increased from 356 in 2014/15 to 961 in 2017/18. FE/HE progression bursaries are available. Faculties have developed initiatives, such as the annual FE/HE conference in the Faculty of Architecture, Computing and Engineering (FACE), to assist FE students with the progression to HE study. Numbers of Other Undergraduate (OUG) students have grown significantly since the merger and in 2017/18 accounted for 35.2% of the UG population, a marked difference with the sector average of 7.4% (16/17 data). A range of programmes have been developed where there is close collaboration between FE and HE in terms of location, programme delivery, and/or the sharing of facilities (e.g. our Sustainable Business programmes which were awarded a Green Gown

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was no undergraduate provision at CC. The University's contextual data has been calculated for all students, irrespective of their actual location of study, in relation to our Carmarthen campus. Owing to this, our students are more local than our metrics suggest. In addition, WIMD widening access data does not include UK domiciled students from outside Wales. Significant numbers of students are therefore excluded. In 2017/18, 1,663 students were associated with our London and Birmingham sites.

award in 'Tomorrow's Employees' category in November 2018). All curriculum design and validation processes ensure the creation of integrated, seamless progression routes and a professionally focussed portfolio. This has meant expansion in identified areas of skills shortage (see 4.3). FE/HE collaboration is also exemplified by the awarding of 4 golds, 1 silver and 1 bronze in the 2018 WorldSkills UK Competitions finals. The dual-sector model has enabled significant progress in relation to the development of an integrated framework for higher and degree apprenticeships (see 4.5).

1.6 The establishment of the dual-sector model has created an unrivalled opportunity for transformational and systemic change. As well as addressing any immediate issues for enhancement and enabling rapid change where needed, the Group has also invested significant time and resource in a number of major initiatives to deliver enhanced opportunities and outcomes for students and to support the economic development of our region (see 1.3, 2.2, 4.3-6). To create the infrastructure to enable such change, new support services and senior positions have been established in the key areas of learning enhancement, student experience, and employability. Furthermore, extensive work has been undertaken since 2015/16 in relation to data quality and a single Student Record System has been in place since September 2017. Finally, there has been a substantial investment in the learning environment and learning resources (see also 3.1). Phase one of a £300m SA1 Waterfront Development in Swansea opened in September 2018 to consolidate provision in Swansea. It includes a new Library and Learning Resource Centre, 'the Hub' of the Construction Wales Innovation Centre (CWIC) (see 4.3), and Llys Glas, a student-facing centre and SU base.

1.7 The positive effect of the creation of the Group is also demonstrated by the improved TEF metrics for both majority and minority modes of study. The metrics for every single core metric has significantly improved between Y1 and Y3. Our part-time (PT) provision has obtained five positive flags for its core metrics and performs within the top 10% of absolute performance for three out of the six core metrics. Across our full-time (FT) majority mode, in TEF2 there were three positive flags across core and split metrics; this increased to six for TEF3 and 42 in TEF4. Simultaneously, negative flags decreased from 43 in TEF2 to 21 in TEF4 across core and split metrics, with all but three remaining in the highly skilled employment metric. For the minority mode of study, positive flags increased from 23 in TEF2 to 60 in TEF4, with negative flags reducing from 14 to none. Additional information on the comprehensive, focused and strategic work undertaken to increase highly skilled employment levels is available in Section 4.

2. Teaching Quality

Overall summary

2.1 The core metrics in relation to teaching excellence show continued improvement. The University has developed strong models of staff and student engagement alongside the SU which enables effective change to be implemented and good practice techniques to be shared. UWTSD moved from a 147th position in NSS 2015 to a 33rd position in NSS 2018, with the overall satisfaction rate increasing from 79% to 86.5%. Moreover, within 3 years UWTSD moved from a position in NSS 2015 where scores for all main categories were below sector average, to a position where all but one section are ranked in the upper quartile. As a result of the focus on engagement, we came first overall in Wales in the 'learning community' category in NSS 2018. Our transformational teaching has been recognised elsewhere: UWTSD was placed 5th in the UK for its teaching quality in the 2019 Times and Sunday Times Good University Guide; 7th in the UK for overall academic experience, 10th in the UK for high quality staff/lectures, 6th in the UK for helpful/interested staff, and joint 4th in the UK for good personal relationships with teaching staff in the 2018 Times Higher Student Experience Survey (THSES); and 4th for courses and lecturers in the 2018 WhatUni Student Choice Awards.

2.2 This emphasis on engagement has been supported by a systemic approach to transforming learning and teaching for students across the Group. This is reflected in the new Learning, Teaching, and Enhancement Strategy which focuses on a value driven approach, with four key principles: 'collaborative', 'personalised', 'inclusive', and 'professionally focused'. The strategy has been embedded in all key quality, enhancement and staff development processes, and, most importantly,

in a number of major pedagogical developments. The SA1 development opened in September 2018 but pedagogic preparation for its innovative teaching model started in 2015/16, led by the new Technology Enhanced Learning Unit. Nearly 1,600 student and 300 staff feedback responses were gathered during the pilots which informed the design of the learning spaces and the technology used. This led to the development of the Vision Exchange Programme in liaison with Sony, worth £480K. The radical decision was taken to build a new campus without any lecture theatres and focus instead on collaboration and active learning. The impact will be measured over the coming years but initial evidence from Staff Student Committee meetings already indicates that the new technology has enhanced collaborative working and that a more inclusive learning environment has been established, which has led to increased levels of student engagement and active learning. The innovative technology used in SA1 is now being rolled out to other campuses, with an additional 40 teaching rooms equipped with the new learning technology since summer 2018.

2.3 A similar large-scale pedagogical development has been the progressive roll out of immersive block teaching. Block teaching has always been used by Performing Arts. In 2015/16, it was rolled out within Early Years, in 2018/19 in the Humanities, following a two-year preparation period; in 2019/20, Art and Design and Film and Media will follow. Impact of this teaching model in Early Years was measured as part of the 2016/18 'Retention and Attainment' central enhancement theme. Evidence showed a clear increase in progression and attainment. Early evidence from the Humanities corroborates these outcomes. In the Humanities, across the first two blocks average attendance increased by 13.5% for level 4 and 10% for level 5. A reduction in the number of non-submitted assessments and extension requests has also been experienced. The University also remains committed to a personalised teaching model to support students. 1,558 students were enrolled on the CertHE Skills for the Workplace programme in 2017/18 across 10 locations. Despite the large number enrolled, students on the programme are always taught in classes of no more than 25-40 in order to maximise their attainment and outcomes.

Student engagement (TQ1)

2.4 Student voice and feedback mechanisms have been strengthened significantly. High levels of student engagement are evidenced by the fact that in NSS 2018 UWTSD scored 5.4% above the UK sector average in the student voice section. This is further demonstrated by our NSS response rate which has been consistently well above the UK average in NSS 2016, 2017 and 2018 (+ 6.3%, +9% and +13.2% respectively). 83.5% of students completed the NSS in 2018 and the University was invited to Ipsos Mori's 2018 NSS Progress Review conference to share best practice. The Student Experience Department (SED) gathers on average 1,200 additional pieces of individual feedback as part of termly student feedback fortnights. Student feedback has had a direct impact on the enhancement of a range of facilities relating to the learning environment. We have built and refurbished enhanced learning spaces in Swansea and Carmarthen and redeveloped social learning spaces across the University's campuses; procured an online resource bank; and developed a careers, employability and skills-focused website (see also 3.2-3). During 2017/18, a help and advice hub was created for students to increase the visibility of important student services and reduce barriers to access them. The SED completed a large resource focused survey (798 students) in November 2018 to further enhance these facilities. To ensure strong student engagement with their studies from the start, significant work has been done since 2015/16 to enhance welcome and induction processes. Our 2018 internal survey shows that 96% of students were satisfied with welcome arrangements. At the same time, as part of the 'Student Voice' induction, the SU gathered feedback from 261 students about timetables and enrolment which has resulted in further improvements to enrolment processes.

2.5 The curriculum design, approval, monitoring and review processes have been incrementally revised to embed the student voice. In July 2018, for example, student engagement at the programme design stage was redesigned to include a wider range of ways students could be engaged in the process. There is clear external evidence of the strength of this partnership focused approach. In NSS 2018, UWTSD was positioned 6th in the UK in relation to question 24 ('staff value students' views and opinions about the course'). To gain further insight in students' academic engagement and skills acquisition and to ensure that externally benchmarked feedback is systematically sought from students

at all levels, the University has taken part in the UK Engagement Survey (UKES) since 2015/16; CSG has been participating in the UKES from 2017/18. This also allowed us to better capture feedback from the increasing number of students enrolled on OUG programmes. Results from this survey have, for example, been used to embed employability skills systematically within the curriculum. Faculties have significantly increased their engagement with the UKES over the past few years which has been reflected in the response rate (e.g. +18.5% in UKES 2018). To further enhance student academic engagement and personalised learning, from 2018/19, the University is taking part in a 3-year JISC learning analytics project part-funded by the Welsh Government.

2.6 Information about the student representation system can be found in the SU statement at the start of our TEF submission.

Valuing teaching (TQ2)

2.7 In a period of significant change strong staff engagement mechanisms and development frameworks are essential. The Enhancement Unit is in place to support and enhance our learning and teaching. Our main learning and teaching focused committee has been reviewed during 2017/18 to enable it to support more effectively the dissemination of good practice and the major changes in pedagogy (see 2.2-3). Our annual learning and teaching conference, the Wales NEXUS Conference, showcases innovative learning and teaching from across the Group. Themes explored by the conference during the period of review include: enterprising education, flexible provision, Education for Sustainable Development (ESD), assessment and active learning, peer learning and adult returners. 110-130 staff and around 22 students attend the 3-day conference annually. Each year approximately 30 papers are presented by staff alongside three student presentations, many of which are recorded and made publicly available as part of the University's commitment to open educational resources.

2.8 A Strategic Staff Development Plan is created annually to support the achievement of the University's mission and strategic priorities. From a learning and teaching perspective, this has meant a strong focus on development related to retention (see 3.9), collaborative learning (see 2.2), teaching qualifications (see 2.10), mental health, and academic leadership. This includes an annual centrally organised strategy and planning week for all staff in September. In training evaluations, staff consistently praise the networking benefits, the space to reflect on their own practice, the opportunities for interdisciplinary approaches and the sharing of good practice. To coordinate training further, a central Staff Development Hub was developed in 2016/17 to bring together training events and opportunities from across all sites. The Hub also contains a number of online training opportunities (e.g. mental health awareness training, equality and diversity). As a result of our increasingly multi-campus setting, a new staff development approach was piloted in the Faculty of Business and Management in 2017/18. The pilot focused on 'personalised learning' and offered training in relation to 'academic coaching' and 'supporting students in distress'. It was very successful and the new framework has been rolled out across the institution during 2018/19. Themes are selected by the Faculties and are the result of the analysis of appraisals, peer observation processes and student feedback. One of the sessions must focus on one of the key principles of learning and teaching (see 2.2) and one on the current central enhancement theme of 'Employment and Employability'. Impact of the new framework will be measured during 2018/19, but it is already leading to a greater sharing of good practice and expertise between and within Faculties. Staff have taken the initiative to set up the SA1 Learning and Teaching Development Group to share their experiences with the new technology and learning spaces and develop collaborative pedagogical research. This is supported centrally through action learning facilitation training to build capacity for more groups of this type.

2.9 At CSG and CC all full-time teaching staff are required to complete 30 hours of Continued Professional Development (CPD) each academic year which is centrally directed and monitored. CSG's 'Pathways to Excellence' programme has delivered improvements in learning and teaching by providing a comprehensive framework of development for teaching staff supported by self-assessment, peer observations and student feedback. The programme received national recognition with an Association of Colleges Beacon award in 2016. In the feedback it was reported that 'it was evident that the programme had made a real contribution to a culture that is focused on self-

improvement, building confidence and high-quality learning and teaching. The positive impact that the programme had made for individual teachers in their careers and personal development was extremely impressive'. The 'Pathways to Excellence' programme has now been rolled out across all seven campuses of CSG and CC after their integration in 2017. In 2018, a new Learning and Teaching Development Team was established consisting of recognised excellent practitioners. The primary focus of this team is to support the work of staff through a supportive and coaching focused methodology. Strong links are being established with Yr Athrofa: Institute of Education (Yr Athrofa) and investment is being made into establishing a culture of innovation and research. An annual HE conference is organised which attracts around 45 members of staff.

2.10 A key strategic focus is to increase the number of staff with teaching qualifications and higher degrees. Teaching qualification numbers have grown considerably since the establishment of the Group, from 26.7% in 2014/15 to an expected 70.2% for 2017/18.[2] During the period of review 20 members of staff gained a qualification in Post Compulsory Education and Training and 16 a PGCert in Teaching in Higher Education (PGCert THE). The number of HEA fellows in the University increased from 130 in 2014/15 to 230 in 2017/8. In addition, the University invests considerably in enabling staff to pursue higher degrees. 43 members of staff are currently enrolled on a research degree at UWTSD. The promotion framework was fully reviewed as part of the mergers. As a result, an integrated promotion framework was created which incorporates teaching excellence and academic subject leadership or management as part of the criteria.

2.11 Peer observation processes are in place throughout the Group. Processes have been enhanced throughout the past two years. School-level reports and a central overview report are produced annually to identify and disseminate good practice, innovative teaching practices and training needs. Heads of School were brought together in 2016/17 to share experiences and best practice. This led to significantly enhanced practice in 2017/18 and the development of more collaborative peer review processes as a result of feedback from staff. A new Peer Review of Learning and Teaching Policy is being developed during 2018/19 to reflect this shift. In addition, a mentoring support programme is currently being set up as a direct result of the feedback from staff.

Rigour and stretch (TQ3)

2.12 As agreed by TEF managers and HEFCW, grade inflation data has been provided from 2013/14 in the light of our complex merger and degree awarding context. In 2008/9, we were four different institutions TUCC, UWL, SMU, and CSG, each with its own set of regulations and student record systems (see also 1.1). TUCC, UWL, and SMU were all awarding degrees under the auspices of the University of Wales, while CSG was awarding University of Glamorgan degrees. UWTSD started awarding its own degrees from 2013/14.

2.13 Grade inflation data shows a marked increase between 2014/15 and 2015/16, when the overall number of good honours rose from 51% to 67%. During 2014/15, the University reviewed its degree classification regulations to check whether they were aligned to sector practice. The review was externally led by an experienced QAA reviewer and was informed by an external benchmarking exercise, a review of external examiner comments and careful analysis of degree classification outcomes. The review outcome was that our degree classification regulations were not in line with sector practice and as a result we modified the degree classification formulae. The changes were implemented in the 2015/16 academic year and explain the increase in good honours numbers from 51% to 67%. Analysis of mean module grades shows that grades are comparable to those prior to the regulatory change. The change in degree classification formulae enabled the University to capture exit velocity more appropriately. Analysis shows that, as a result of learning gain and our strong academic support framework, level 6 students generally perform significantly better than level 5 students of the same cohort. A further small increase to 69% is seen for 2016/17, a figure 1.3% below the Welsh average. This can be attributed to the University's increased admission of mature students over the age of 30 as a result of our strategic promotion of flexible lifelong learning opportunities. Nationally,

[2] For all core academic staff with a contract >0.2FTE.

mature students have higher rates of receiving a degree class lower than a 2:1 and in 2016/17 only 63.1% of those aged 36 and over obtained a good honours degree. In 2014/15, UWTSD's 11% of First Degree (FD) students were over the age of 30 on enrolment, this increased to 16% in 2015/16 and 20% in 2016/17, a figure 10% above the sector average. At UWTSD, in 2016/17, 81% of students aged 40-49 year old on entry achieved a good honours degree, 88% of students aged 50-59, and 100% of students aged 60 years and over.

2.14 Rigour and stretch are closely monitored by the University in a variety of ways. An annual degree results overview report monitors grade inflation, the performance of specific cohorts and of all discipline areas. Our Equality and Diversity Annual Report (EDAR) considers in detail attainment in relation to a range of protected characteristics. All Schools are asked to reflect on their attainment and good honours performance as part of the annual programme review processes. As part of validation processes, staff as well as external representatives are asked to comment on the rigour and stretch offered by the proposed programme of study. Similarly, external examiners are asked to comment on this as part of examination processes. Student feedback in relation to rigour and stretch is monitored through participation in the UKES and NSS. In UKES 2018 the course challenge average score was 91.0%, above the UK average for this section. Similarly, all four questions in the 'critical thinking' section scored significantly above the UK average (+5.6% on average). In NSS 2018, four questions were included that explicitly asked students to reflect on course challenge and all scored above the sector average.

Assessment and feedback (TQ4)

2.15 The TEF assessment and feedback metrics show a strong performance with a positive flag for both FT and PT study modes. The PT performance is in the top 10% of absolute performance; the FT performance gains positive flags for each of the three years of review and increases by 3.4% between Y1 and Y3. Scores for all assessment and feedback related questions in NSS 2018 were within the upper quartile, with UWTSD ranked 3rd in the UK for the assessment and feedback section. 81.4% of all students, 10% above sector average, agreed that they had received helpful comments on their work. In the Guardian League Table 2019, using NSS 2017 data, the University gained a joint 6th position in the UK for assessment and feedback. This excellent performance is the result of an institution-wide focus on enhancing feedback and assessment processes since 2015/16. An annual audit has been in place since 2015/16 to check the timeliness of feedback and compliance with centrally agreed turn-around times for feedback. Increased accessibility of feedback has been achieved through the widespread use of digital technology such as Moodle and GradeMark. As part of validation processes programme teams are required to explain their assessment strategy. Innovative assessment practices are encouraged and staff are requested to detail how key skills have been embedded within the assessment framework for each programme. Assessment and feedback are systematically reviewed through module questionnaires, externally benchmarked surveys, as well as annual programme review processes which include module mark and external examiner report analysis. All marking criteria and feedback forms were reviewed in 2015/16 to ensure marking is transparent and fair and feedback is helpful. All students are given the opportunity to discuss their marks and feedback with their tutors; this includes oral feedback on their examination performance. In 2017/18 generic grade assessment criteria were approved for each level of study. These have been introduced across the institution in 2018/19. The impact of this strategic focus is also evident in the UKES 2018 scores where scores for assessment and feedback related questions are well above UK sector averages (e.g. +15.0% in relation to 'the discussion of academic performance and feedback with academic staff' and +8.0% in relation to 'made significant changes to your work based on feedback').

3. Learning Environment

Resources (LE1)

3.1 A systematic and focused approach has been taken to enhancing the learning environment. The NSS score for learning resources overall has increased by 14% between 2014 and 2018, with

similar increases seen for individual questions. Progress has been incremental and sustained, at approximately 3% per annum. Key to continuous improvement has been investment, providing central solutions to key issues, increasing the access to and awareness of resources, and using student feedback to direct and prioritise actions. As a result of efforts made so far, the 2018 NSS and UKES resource analysis shows that the remaining issues are more discipline-specific than institution-wide as had initially been the case. In addition, a large internal survey measured in further detail student satisfaction with and use of the learning environment (see 2.4). As a result, a comprehensive action plan is in place to lift scores by a further 3% to sector average in NSS 2019. A key focus given our multiple campus setting and the demographic of our student body has been to ensure parity of access to resources and a consistent high-quality learning environment across all sites. This has involved significant levels of investment, particularly in relation to the IT infrastructure. As well as institution-wide investment, significant investment has also taken place in relation to specialist learning resources. During the period of review, £88,678 has been invested in the Performing Arts, £78,561 in Sport Science, £1.65m in specialist Engineering equipment, and £8.3m in specialist spaces for FACE. In all these subject areas, scores for specialist resources have significantly increased since 2015.

3.2 Developments in IT are integral to the new learning methods employed across the Group. This has led to significant investment (£1.3m) in upgrading technology and specialist support (see 2.2). The University has enhanced the free IT package, improved access to IT facilities off-campus and offers a 'Tech Over Time' programme which allows students to purchase IT equipment on credit, with 0% APR, over the length of their course. These measures particularly assist widening access, mature and part-time students. In 2016/17, 1700 student devices were upgraded across the Group. In support of the collaborative teaching agenda, OneDrive for Business was rolled out to students in 2015/16 to facilitate sharing and collaboration not only between students but also between students and staff. Simultaneously, Skype for Business was also deployed to enable staff and students to communicate via live chat and Skype video conferences wherever they are based. A 24/7 IT Support Service was introduced to ensure continuous high-quality support for all students. As a result of the University's commitment to equality, all standard student computers were updated to include assistive software, thus enabling students to access specialist software previously only available in dedicated IT labs.

3.3 As part of the SA1 development, £6m has been invested in a new library; £120K in the refurbishment of the Carmarthen library. A new single Library Management System (LMS) was introduced in 2016, as part of the Wales Higher Education Libraries Forum (WHELF) shared LMS project, which has significantly increased and enhanced access to resources, and in particular online resources, for all students. A central e-book policy is in place to address issues of access to resources across multiple sites and for off-campus learners. A staff training programme in relation to the use and promotion of the online learning resources to students was rolled out during 2017/18 to improve the utilisation of e-resources and enhance digital skills across the Group. Digital and Information Literacy Skills sessions are offered for students at all stages of their studies. As a result of student feedback, a central reading list policy was approved during 2016/17 to enhance module reading lists. As a result, there has also been increased engagement between students, library and academic staff. The analysis of NSS 2018 student qualitative comments supports the positive impact that this policy has made in relation to access to resources. In 2016/17 central Virtual Learning Environment (VLE) standards were implemented ensuring high quality course materials and parity for all students. In response to student feedback, four standard referencing guides were developed and rolled out across the institution in April 2018. At the start of 2018/19 a new library source interface was introduced to offer students a better user experience in terms of resource discovery. The next major project will be the implementation in 2019 of an online reading list solution, Leganto, as part of the WHELF Framework.

Scholarship, research and professional practice (LE2)

3.4 The University focuses strategically on applied research and professional practice. There is a strong emphasis on the use of research and scholarship to enhance curriculum design and delivery, strengthen student engagement, enrich the student experience, increase student opportunities and deliver graduate skills through direct links with industry. For example, an annual Swansea Animation Days conference is held to offer Art and Design students the opportunity to participate in talks and

workshops from leading industry professionals related to animation, games and visual effects. Feedback from students shows how much they welcome the career advice and the opportunity to have their own work critiqued by industry professionals as part of the conference. For Motorsport Engineering students the University has three student-led race teams which take part in several national championships. Students gain valuable hands-on research and industry experience and become more employable graduates as a result. In the Research Excellence Framework (REF) 2014 exercise, the University made submissions in six units of assessment; 47% of the research was judged to be of global or international significance (the equivalent figure for Lampeter and Swansea in 2008 was 26.5%). In relation to impact, 23% was judged to be outstanding and 36% very considerable in terms of its reach and significance. REF focused research is concentrated in targeted areas which align with priorities set by the Welsh and UK Governments and the Research Councils. In 2018, the University launched a new journal, the *Wales Journal of Learning and Teaching in Higher Education*, which publishes pedagogical research from within the institution and beyond.

3.5 In recognition of our core value of collaboration, 43 Professors of Practice have been appointed across the University since 2015/16. They are working with the University to bring their professional experience to benefit our students. For example, the appointment in 2018 of Beverly Stephens, Head of the Pembrokeshire Gypsy Traveller Education Service, has supported the University's considerable success in recruiting and retaining students from such communities onto its Inclusive Education programmes, which are delivered at several locations, usually at primary schools, throughout South West Wales. Her ongoing engagement with the students has been vital for their confidence and engagement with the programme. Nearly 20 students to date have been recruited, with some having progressed to study at postgraduate level and completing training to be teachers. The appointment of textile director Mark Eley, of Eley Kishimoto, has led to the mentoring of a year group and a pop-up exhibition by 2nd year BA (Hons) Surface Pattern Design students. This has led to a further, more formal exhibition and personal mentoring of the winners and runners-up. Collaboration with this Professor of Practice has also led to a further strengthening of enterprise within surface pattern programmes and community regeneration work funded by Swansea's City Council. Collaboration with Rhydian Harris, Head of Trial Safety for QinetiQ Group, has led to the development of a suite of bespoke programmes for the defence industry, including several Higher and Degree Apprenticeships. Strategic appointments within the area of health and social care (Steve Moore, Chief Executive of Hywel Dda University Health Board, and Wendy Dearing, the Head of Workforce and Organisational Development at the NHS Wales Informatics Service [NWIS]) have led to the establishment of the Wales Institute of Digital Information (WIDI); increased part-time, HND and apprenticeship provision in the health informatics field; and increased work placements, internships and job opportunities. In 2017, WIDI was shortlisted for two awards in the Insider Business and Education Partnerships Awards and also in the Most Innovative Contribution to Business-University Collaboration category in the THE Awards. The West Wales section of NWIS is now co-located within the University.

3.6 Encouraging student engagement and involvement in research and scholarship is a key objective within the overall research agenda. The University annually publishes the Student Researcher Journal to promote student research and showcase the achievements of undergraduates. Six students sit on the Editorial Board and throughout the period of review students have attended the British Conference of Undergraduate Research and Posters in Parliament. Two UG research conferences were held in February and May 2018: 15 students presented papers and 57 students attended. A major independent research project is embedded within all First and Integrated Master's (IM) Degrees. Conferences are organised across the Faculties for students to encourage research, celebrate achievement and enable their networking with employers. Several of these are organised by students. For example, within Yr Athrofa, final year students annually organise a one-day conference, called 'Aiming for Excellence: Celebrating Student Excellence' for all 400 students enrolled on teacher training programmes. Similarly, students in Art and Design organise the annual Copper Coast Film Festival which continues to grow and attracted over 3,000 entries from across the world in 2018. Within Business and Management, all level 4 students take part in a live project, typically with third sector or social enterprises, at the end of which they publicly showcase their project output. Students praise the way that they gain practical skills in a real working environment and make a difference in the community. In Architecture, Computing and Engineering, a conference, which includes attendance by

key local employers and showcases the work of final year students, is attended by students from all levels. The first 'Young Hoteliers and Hospitality' conference was organised in October 2018 which attracted 230 students from schools and colleges from across South Wales. The annual Digital and Graphic Arts Design Week offers all design students the opportunity to engage with prestigious designers and leading companies including AOI (Association of Illustrators), Saachi & Saachi Wellness, Animal, Lego, and Sky Creative Agency. In 2018, a new, highly successful, section was introduced where students presented design outcomes from their own portfolios.

Personalised learning (LE3)

3.7 UWTSD prides itself on its small class sizes and personalised learning is available to all its students. The staff student ratio is approximately 1:15. In the THESES 2018, UWTSD came 20th in the UK for tuition in small groups and 6th place in the UK was obtained for student support in the 2018 WhatUni Students Choice Awards. In the UKES 2018 all questions in the 'Interacting with Staff' section scored well above the UK average, with scores in relation to the 'discussion of academic performance' and/or 'feedback and working with teaching staff on activities other than course work' scoring respectively +15.0% and +7.0%. Such outcomes reflect the supportive ethos embedded within the institution and the strong systems (personal and year tutors) in place to foster the development of each student. Faculty-level support liaison tutors ensure close links between Student Services and the Faculties and study skills support is available to all students both online and in-person. One-to-one support is also available from subject librarians and careers advisers. Central attendance monitoring systems are in place across the institution to allow for the close monitoring of individual student engagement and enable early intervention in case of any issues. In addition to small class sizes and to further encourage an inclusive and supportive learning community, peer support is also offered. The Peer-Assisted Study Sessions (PASS) scheme has been in place since 2015/16. 127 student PASS leaders have been trained since then. The PASS programme is especially useful to provide support for mature students returning to education. In addition, student mentor and buddy schemes are in place in several disciplines (e.g. Teacher Training, Psychology, Business and Management) through academic societies and School structures.

3.8 With the second highest proportion of students with a declared disability in the UK (18.2% in 2016/17), there are strong learning support structures that provide personalised support to all students with a disability. UWTSD is an Accredited DSA Non-Medical Helper Provider. As the EDAR 2016/17 shows, degree attainment for students with a declared disability (72%) is in line with the national average (71.8%), well above the Welsh average of 67.9%, and 3% above the overall UWTSD average. Comprehensive screening and assessment processes are in place across the Group, at application, induction and referral/self-referral stages. For students with social and communication difficulties support groups are in place across all main campus sites; in 2017/18, 70 students attended the groups. End-of-year surveys show their impact, particularly in terms of retention and attainment, as well as personal and professional development. Since 2016/17, Learning Support Coordinators have been working, in close liaison with staff, on an inclusive learning project in order to embed best practice for all students within the classroom context. As a result and in recognition of our strategic commitment to inclusive practice for all students, inclusive learning and teaching standards, using universal design methodology, will be introduced across the institution in January 2019 alongside a new inclusive learning resource hub.

3.9 Core to the Group's mission, flexible delivery of programmes has been extended to provide learners with access to study opportunities in a manner that suits their lifestyle and commitments and to widen access to HE. Eleven fast track accelerated programmes have been developed since 2015/16 (e.g. in Hotel Management, Early Years, Performing Arts, Business and Management) and many programmes are delivered outside standard teaching hours, during the evening and weekend, outside the traditional academic year, and/or use compressed and blended teaching methods. As part of a strong outreach focus, a whole range of degrees are also available at locations outside our campuses to further remove barriers to participation in HE and offer education where learners are based. Early Years, Social Justice and Inclusion, Work-based learning and Business and Management programmes are all offered on sites across Wales in order to reach communities not

traditionally accessing HE. There has been particular growth within the employability focused programmes: CertHE Skills for the Workplace and BA (Hons) Leadership and Management Skills for the Workplace. In addition, there has been an increased engagement with non-traditional cohorts across disciplines: e.g. access routes to STEM, Art and Design, and Humanities programmes. As a result, numbers enrolled on CertHE programmes have grown considerably since the merger, from 304 students enrolled on such awards in 2014/15 to 2,107 in 2017/18; 92% of these students were mature and 71.7% from an BME background. The Group was ranked 20th in the UK in the new 'social inclusion' category in the 2019 Times and Sunday Times Good University Guide. As indicated by our split metrics, the continuation rate for FT OUGs is currently below benchmark performance. The Group is actively addressing these issues with focused interventions both centrally and at discipline level. The 2016-18 central enhancement theme was 'Retention and Attainment'. The theme enabled a number of pilot projects which have led to the roll-out of both immersive block teaching and the inclusive teaching framework across the institution. In relation to the CertHE Skills for the Workplace a range of measures have been taken which include improvements to the teaching structures, admission processes, the student support framework and financial support mechanisms. Enhanced academic support measures have also been put in place including offering additional classes (e.g. bespoke IT support sessions) as well as 30 minute support workshops prior to all lessons, the creation of course specific text books and the development of a comprehensive 'step-up to level 5' programme. The impact of these interventions is closely monitored and retention rates have improved significantly. Other examples of measures taken are: the roll-out of PASS; the use of step-up project modules at each level (Humanities), additional drop-in study skills and assignment writing support (CSG), and increased contact hours through the development of a Maths and an Engineering Science Support Centre. This strategic focus on retention has made a positive impact. For example, the percentage of FT OUG entrants who are no longer in HE has declined by 5.9% since 2014/15, from 23.2% to 17.3% in 2016/17. The withdrawal rate of Welsh-domiciled learners from identified deprived areas has declined by 6.6% between 2015/16 (21.6%) and 2017/18 (15%). The withdrawal rate of FT undergraduates in receipt of DSA declined by 5.5% between 2015/16 (15.4%) to 2017/18 (9.9%).

4. Student Outcomes and Learning Gain

Employment and Further Study (SO1)

4.1 Central to our vision is to stimulate the economic development in our region, across Wales and beyond through education. The contextual maps show that the majority of UWTSD students come from the region in which the Group is based and subsequently stay within this region. We operate within an economic context where graduates from Wales are on average the lowest paid in the UK, with only 67.6% of graduates earning over £21K three and a half years after leaving. The 2017 Gross Value Added (GVA) figures show that our region as a whole continues to lag behind national (UK and Wales) averages. As employability metrics illustrate, highly skilled employment issues affect the majority of full-time cohorts. We have therefore favoured an institution-wide strategic approach to enhance the performance of all disciplines and cohorts rather than approaches that focus only on enhancing the performance of individual cohorts. However, the Group's portfolio has particular strengths in subject areas of high social value (Education, Health and Social Care) which typically attract lower early-career earnings.[3] Within the overall 2016/17 DLHE population, 13% of all UG leavers were associated with programmes that lead to professions in Education and Health and Social Care that are not currently classed as highly skilled employment (e.g. teaching assistants, childcare and nursery assistants, carers). The Group is strategically committed to the delivery of such programmes and has done much to professionalise these sectors. Within this challenging economic and employment context, the Group has made substantial progress in relation to its employment and employability performance through targeted strategic action (see 4.2). It takes its civic duty very seriously and makes a significant difference to the communities in which it is based. This is achieved in a number of ways: (a) strong engagement with key employers and industries and focused participation in skills networks and initiatives to support the creation of highly skilled employment in the

[3] The Impact of Undergraduate Degrees on Early-Career Earnings, Institute for Fiscal Studies, November 2018.

region and apprenticeships (4.3-5); (b) the creation of a professionally focused curriculum in response to the identified skills shortages (4.6-7); and (c) the embedding of employability and enterprise skills within the overall student experience to develop a highly skilled workforce (4.8-9). The range of interventions and initiatives outlined below demonstrates the Group's strong focus on employment and employability and details how we have significantly enhanced performance in this area and are continuing to enhance this.

4.2 As is evidenced by the 2016/17 DLHE results and TEF4 Y3 results, metrics have improved in relation to both employment and highly skilled employment. Progress has been continuous, incremental and systemic. In the 2016/17 DLHE results UWTSD met all its benchmarks in every category. DLHE 2016/17 results placed UWTSD joint 27th in the UK and joint 2nd in Wales for employment or further study for FT FD students (96.8%), from a position of 135th and last in Wales for 2014/15 (89.6%). For FT OUG, UWTSD was ranked joint 23rd in the UK and 1st in Wales (97.8%). The employment or further study result for both PT FD and PT OUG was 100%. Considering FT TEF metrics, employment has gone from 90% (Y1) to 97% (Y3), from -4.4 below benchmark and a double negative flag in Y1, to +1.9 in Y3. Similarly, the Z-score increased from -6.4 (Y1) to +3.5 (Y3). The DLHE employment related metrics correlate with the LEO data for sustained employment with the performance for FT students above benchmark and Z-score. Such a turn-around is also visible when considering data for highly skilled employment. TEF FT metrics show an increase from -17.4% (Y1) to -0.3% (Y3), with the Z-score increasing from -14.5% (Y1) to -0.2 (Y3). This is reflected in the improvement from a double negative flag (Y1) to a neutral flag (Y3). In TEF3 highly skilled employment was in the bottom 10% for absolute values. This is no longer the case. The DLHE 2016/17 employability result for FT FD students was 61.6%, an increase of 21.8% compared to 2014/15. Graduate prospect outcomes increased by 23.5% since 2014/15, from 43.6 to 67.1%. The employability or further study figure for FT OUGs increased by 13.3% since 2014/15. There are no negative flags for DLHE related metrics for Y3 across either the majority or minority mode. These outcomes are the tangible result of focused action taken over a number of years.

4.3 In fulfilling our civic duty, we closely collaborate with local authorities, public bodies, Public Service Boards, regional and national Skills and Apprenticeship Boards, sector associations, and regional employers to offer programmes that provide the specific skills needed by employers and develop a highly skilled population. The curriculum has been strategically expanded in the sectors deemed by the Welsh Government as priorities for the region: health and social care, construction, creative industries, ICT, advanced materials, and manufacturing and energy.[4] Our health portfolio has been expanded from 44 programmes in 2016/17 to 85 in 2018/19 and has been designed to meet the specific needs of our Health Boards (see 3.5). In addition, a number of innovative major initiatives have been developed with local industries and professional bodies which include co-ownership, co-creation and co-delivery of the curriculum as well as co-location of companies within UWTSD. Students are offered a range of opportunities to obtain professional and industry experience through these partners: e.g. a work placement, work experience, (industrial) internship, live design/major project with industry or strategic consultancy project. In 2016, close collaboration with the CITB led to the development of a new £6.5 million Construction Wales Innovation Centre (CWIC), a unique all-Wales training centre that brings together the Group, CITB Wales, BRE Academy, Tidal Lagoon Swansea Bay, and two Further Education providers (Coleg y Cymoedd and Coleg Cambria). UWTSD coordinates the pan-Wales HE/FE network for this initiative. It has already supported 408 Welsh employers, delivered a total of 911 training days, and engaged with 2,400 Welsh construction industry professionals, operatives, and related staff.

4.4 The Group is a partner in the £1.3bn investment in major projects across the Swansea Bay City Region. This City Deal brings together four local authorities, two Health Boards, UWTSD and Swansea University as well as private sector partners. There are 11 projects associated with the City Deal, which are based on key themes of economic acceleration, life science and well-being, energy, and smart manufacturing. UWTSD leads on two projects, the Skills and Talent initiative, which will give local people a pathway to access the jobs that will be created, and the Creative Digital cluster. As a

[4] Regional Employment and Skills Plan: South West and Mid Wales 2018, p6.

result, in September 2018 a major creative and digital centre, Canolfan S4C Yr Egin, opened on the Carmarthen campus. The centre houses the S4C headquarters (the WM TV broadcaster) as well as 15 media, digital and cultural companies and organisations. Further, one of the Welsh Government's four new regional Enterprise hubs in Wales to support business opportunities and the economic development of South West Wales will be located there from early 2019. The opening of Yr Egin is leading to the development of a range of new bilingual programmes of study serving the creative industries, e.g. within the areas of digital media, journalism, and communication studies. A new £0.5m Advanced Manufacturing Academy was set up in 2018 to facilitate the automotive supply chain. The University's Wales Centre for Advanced Batch Manufacture (CBM), established in 2014, has secured £7-8m European funding for 36 months from January 2019. This project contains a suite of projects and will entail engagement with between 500-600 companies across Wales. It focuses on upskilling individuals within industry to understand, adapt and take advantage of the opportunities offered by Industry 4.0, and on increasing the capacity and capability of companies to engage with advanced manufacturing technologies and materials. Examples of companies that have engaged with CBM Wales and/or the new European Projects include: TATA Steel, Airbus, Sony, British Aerospace, Ford, Ministry of Defence Supply Chain, General Dynamics UK, and Meritor.

4.5 Building on the success of CSG and CC in relation to delivering skills and apprenticeships, a Group Apprenticeship Strategy was established in 2016/17 to provide additional HE access opportunities, integrated and seamless progression opportunities for learners through Apprenticeship Frameworks and Standards, as well as the expansion of higher level skills required to support economic development in the region. Extensive work was undertaken across the Group with a wide range of employers and key employer organisations during 2017/18. As a result, in 2018/19, 342 students will enrol on one of 16 Higher or Degree Apprenticeships: e.g. Accounting; Cyber Security; Software Engineering; Ordnance, Munitions and Explosives; Construction; Human Resource Management; Agriculture; Childcare; Health and Social Care; Engineering; and Professional Policing. From September 2019, this number will grow to over 520 students and include further pathways such as Advanced Manufacturing. UWTSD has a contract to deliver 360 Degree Apprenticeships and work-based Graduate Diplomas to new recruits of the South Wales and Gwent Police Forces over the next five years and is continuing to work with the College of Policing in relation to an Apprenticeship Framework/Standard for Police Community Support Officers. We are also working with employers and the Institute for Apprenticeships to develop Apprenticeship Standards for Ordnance, Munitions and Explosives; Archaeology; Heritage Glass; and Health Informatics. This focus on the upskilling of the workforce explains our strong commitment to lifelong learning and CPD. Work-based learning is a strength. Further examples of this include the extensive work done by Engineering with Aston Martin, Ford, The Royal Mint, and the Ministry of Defence. Similarly, the Wales Institute for Work-based Learning (WIWBL) works in partnership with, for example, the NHS, TATA Steel, and a number of local Councils in relation to leadership and professional development. 374 social workers from 12 local authorities gained WIWBL's Graduate Certificate in Consolidation of Social Work Practice during the period of review. Since 2015/16, the EU funded Growing Workforces through Learning and Development (GWLAD) project has engaged with 170 learners and 190 businesses, mainly regional micro and SMEs from the health and social care sector.

4.6 Our portfolio has also been redesigned to focus on professional skills and to enhance the employability of graduates. Many teaching staff have close links with industry or are practising practitioners themselves. In June 2018, the innovative Initial Teacher Training programmes, put forward by UWTSD's Yr Athrofa and a network of more than 100 schools, received accreditation from the Education Workforce Council (EWC). In the new programmes, significantly more time is spent by students in school settings. Pilot projects are taking place throughout 2018/19 with delivery commencing in September 2019. The latest Estyn report (July 2018) notes as a strength that the 'regular, purposeful involvement with pioneer schools, regional consortia and Welsh Government ensures that tutors are well informed and directly involved in shaping ongoing developments in curriculum reform'. In close partnership with Marriott Hotels & Resorts, the two-year BA (Hons) International Hotel Management combines extensive vocational placement training with academic study on campus ensuring that students gain high level practical as well as theoretical skills. A number of HE programmes are being delivered in industry relevant settings. The BA (Hons) Sports Coaching

and Performance is delivered at the Parc Y Scarlets rugby stadium, supporting the rugby academy structure. The Electrical/Electronic Engineering curriculum has been revalidated together with local manufacturing companies, including Gestamp, Schaeffler UK and Calsonic Kansei. The Automotive and Transportation Design portfolio benefits from close collaboration with industry partners for live design projects each year (e.g. Jaguar Land Rover, Aston Martin). Placement residentials are available for students at Aston Martin to enhance their employability and support inward investment in Wales. The SA1 Swansea Waterfront Development and Canolfan S4C Yr Egin have provided construction students with important onsite professional skills as well as job opportunities, apprenticeships and work placements.

4.7 Completion of a professional award and/or obtaining a professional accreditation allows students to enter employment at a more advanced level. The number of PSRB accredited programmes has grown annually (+35.09% since 2016/17) and there are currently 77 such programmes. Volunteering with the police, fire or prison services has been embedded within the Public Services portfolio. These students can also qualify for the Certificate of Knowledge of Policing (CKP). This innovative scheme has won a range of awards, including the South Wales Police Partnership Award 2017. Similarly in Social Justice and Inclusion, many students gain additional qualifications as a result of the training offered by the organisations and charities for which they volunteer as part of their studies. Volunteering is also embedded within the Anthropology and International Development programmes; often these placements are completed with international development agencies. Students within Sport Science can obtain a range of accredited awards (e.g. gym instructor award, certificate in sports massage, first aid certificate, personal training and exercise referral). Yr Athrofa holds an Employability Week where students complete a range of professional certificates and participate in employability skills sessions. Engineering holds an Employability Enhancement Wednesday throughout the academic year with guest lectures from industry experts and workshops on key employment skills. Similarly, Humanities holds a 'Future Forum' series of workshops building on employability and entrepreneurship. The final year of Performing Arts is structured around live productions and includes auditions with industry specialists. International and internship opportunities further enrich the curriculum. Semester-long study abroad opportunities are in place across the institution and short-term study abroad and internship opportunities are embedded within modules across a number of disciplines. A £50k 'vocational course' bursary package is in place to support students in relation to additional professional skills development.

Employability and Transferable Skills (SO2)

4.8 UWTSD also offers a range of central initiatives to enhance the employment and employability of all its students. Its innovative Life Design programme, which has been showcased at HEA conferences, has been provided to over 3,000 level 4 students since 2015/16. In view of the widening participation focus of the University, the year-long programme of workshops is deliberately offered at level 4 to raise confidence and aspiration and enable students to identify skills gaps which they can address during their course. The programme was extended to CSG and CC in 2017/18. An online offering has also been introduced to further extend the programme to all Group students. Following on from the Life Design programme at level 4, discipline-specific skills and careers focused activities and events are provided for level 5 and level 6 students in conjunction with the University's Careers Service. Central internship funding of £150K annually has been in place throughout the period of review to offer students additional opportunities to gain work experience. A sustainability internship programme offers students the opportunity to work with sustainability professionals from across the University. This innovative programme was a finalist for the Employability Award in the 2017 Green Gown Awards.

4.9 Developing graduates with strong entrepreneurial skills is another key objective for the University. Examples of enterprise focused initiatives include Race to Market, Global Entrepreneurship Week, and Creative Bubble. Race to Market is an annual event, started in 2015, which focuses on supporting students to explore business ideas. Students are supported by mentors drawn from different sectors, including fashion, TV production and law, and work with local businesses, with an emphasis on businesses developed by UWTSD's own graduates. The Creative Bubble programme is a joint initiative with the Swansea Business Improvement District which aims to have a positive

economic impact in Swansea and lead to more start-ups. Around 470 students manage their own enterprise activity in the shop run by Creative Bubble each year. HESA data for 2016/17 shows that there were 51 graduate start-ups, 390 businesses that survived 3+ years, and 682 active businesses. Based on this data, UWTSD was positioned joint 22nd in the UK and 2nd in Wales for graduate start-ups, 3rd in the UK and 1st in Wales for active businesses, and 2nd in the UK and 1st in Wales for the number of businesses that survived 3+ years.

Positive Outcomes for all (SO3)

4.10 The University actively seeks to remove barriers to success, for example through dedicated support to students at greater risk of a negative employment outcome, through its award of scholarships and bursaries, its Hardship Fund, its increased offer of flexible and fast track learning routes (see 3.9), and its strong emphasis on a personal learning experience. Across the Group, during 2017/18, HE bursaries and scholarships with a total worth of £1.9m were made available. An additional Hardship Fund of £200K annually supports students in financial crisis, to help aid retention where students were at risk of withdrawing from their studies for financial reasons. Comprehensive support packages are also in place for care leavers to allow such students to fulfil their potential. Retention and progression rates are closely monitored and are strong. Sixty care leaver bursaries were distributed in 2017/18 to care leavers, with a total value of £58,150.

4.11 Since April 2016, UWTSD has taken part in the new EU/HEFCW funded GO Wales programme 'Achieve through Work Experience'. The aim of the project is to reduce the number of students who are at risk of being Not in Employment, Education or Training (NEET). The programme works with FT UG students aged 18 to 24 years who meet the specified criteria. It includes students with a disability, those with caring responsibilities, BME students, care leavers, and students from low participation backgrounds. So far, 104 students have been accepted on the programme, with 66 students undertaking work experience. Students take the programme alongside their studies and are eligible to be engaged on it until they graduate. The engagement with students though this programme is normally long-term in order to address the complex range of issues presented. Employability assessment progress reviews are completed for each participant throughout the duration of the programme to measure its impact. Scores show clear improvements across all areas assessed. In a survey of employers, 65% indicated that participation in GO Wales had a positive outcome on their organisation and 73% indicated that their involvement with GO Wales had made them more aware of some of the benefits of recruiting employees from disadvantaged or diverse backgrounds. The work of students on GO Wales projects has directly led to their employment.

5. Summary

5.1 UWTSD's mission is 'transforming education, transforming lives'. This TEF submission demonstrates the success of the systemic, innovative and distinctive structures and learning and teaching models developed by the UWTSD Group, achieved by consistently working across boundaries, those between FE and HE and between the education provider and industry. Partnership and collaboration are key to achieve this. These same two values characterise the strong engagement with students. Working closely with each student, the emphasis is above all on a collaborative, personalised, inclusive, and professionally focused learning experience to ensure that each student is given the opportunity to fulfil their potential and in turn transform the communities in which they live and work.